



## Georgetown Middle

2400 Anthuan Maybank  
Georgetown, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	911 Students	
<b>Principal</b>	Rosemary D. Gray	843-527-4495
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

Percent of students tested in 2007-08 whose 2006-07 test scores were located

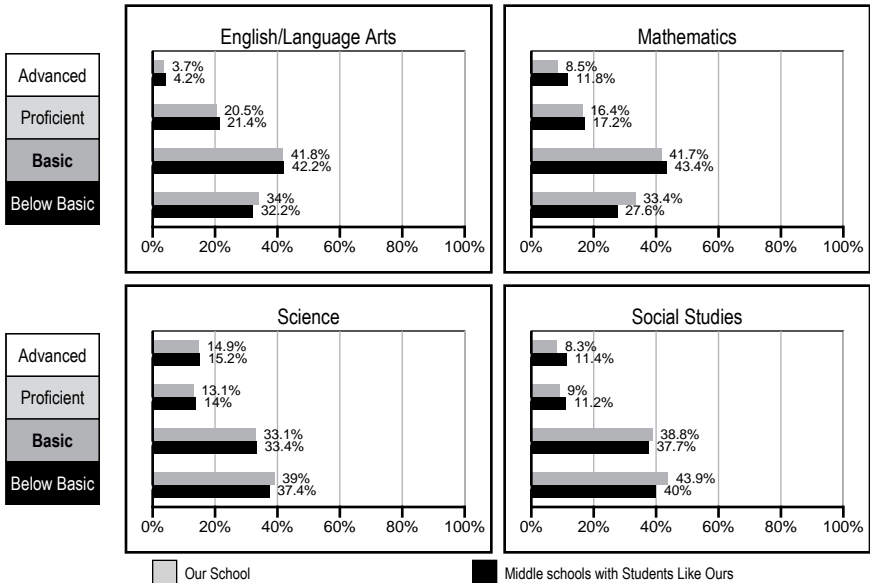
96%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	8	28	4

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.4	96.7
English 1	93.3	94.1
Physical Science	0	76.9
All Subjects	93.9	95.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=911)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.1%	Down from 13.6%	16.1%	19.4%
Retention rate	2.4%	Up from 2.3%	1.7%	1.8%
Attendance rate	94.1%	No Change	95.6%	95.8%
Eligible for gifted and talented	21.2%	Down from 22.8%	13.1%	15.3%
With disabilities other than speech	16.1%	Down from 16.9%	14.2%	12.9%
Older than usual for grade	5.3%	Up from 3.3%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.5%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=58)</b>				
Teachers with advanced degrees	60.3%	Up from 58.2%	53.1%	55.0%
Continuing contract teachers	77.6%	Down from 83.6%	72.9%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	6.0%	5.4%
Teachers returning from previous year	79.7%	Down from 81.7%	81.6%	83.4%
Teacher attendance rate	93.2%	Up from 92.6%	94.9%	94.9%
Average teacher salary	\$48,623	Up 1.7%	\$44,081	\$44,706
Professional development days/teacher	11.5 days	Up from 7.4 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 21.9 to 1	19.4 to 1	20.1 to 1
Prime instructional time	85.1%	Up from 85.0%	89.0%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	97.8%	98.0%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,872	Up 0.2%	\$6,918	\$7,097
Percent of expenditures for instruction*	66.8%	Up from 65.5%	65.9%	64.4%
Percent of expenditures for teacher salaries*	62.1%	Up from 61.5%	61.6%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The objective of Georgetown Middle School is for all students to have a positive experience, and to become excited about learning. PACT and MAP results are utilized to assist teachers in planning teaching strategies for quality and appropriate instruction. Each teacher in our school incorporates at least two nonfiction writing assignments into his or her lesson plans weekly, giving students a minimum of 10 writing assignments each week. Our teachers also plan and assess together by grade level and subject area. All of our language arts and math teachers incorporate Success Maker into their lesson plans.

The GMS faculty offers incentives for students to encourage them to focus on their academics. We have a MAP Wall of Fame displayed on a hallway that includes the names of students who show gains in MAP testing. We also recognize the top MAP scorers in each grade level. We have a data wall displayed outside our cafeteria that measures the percentage of proficient writing from each grade level. This is determined from monthly constructed writing responses that are scored by all faculty members. Another academic incentive is our PACT Proud IDs. These IDs get them into our athletic events free of cost and they allow them to participate in other special events that we have for this group throughout the school year. Athletics and extracurricular activities also play an important role in our students' lives. Students have the opportunity to participate in a variety of sports.

This past year, our students were able for the first time to participate in the following clubs: Board Games Club, Entrepreneur Club, Health and Wellness Club, Pen Pals Club, South Carolina Game Management Club, Spanish Club, Student Council, Art Club, Black History Club, Drama Club, Green Thumb Club, Newsletter Club, Book Club, Cheer and Pep Club, Dance Team, Writing to Publish Club, and Yearbook Club. Our emphasis next year will be to continue to focus on nonfiction writing in all academic areas, the utilization of PACT and MAP data, and the further implementation of Character Education, as we continue in our mission to provide our students with opportunities to be successful and responsible in an ever-changing society.

Rosemary Gray, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	228	106
Percent satisfied with learning environment	75.6%	64.9%	73.1%
Percent satisfied with social and physical environment	77.8%	71.9%	68.6%
Percent satisfied with school-home relations	65.9%	84.4%	75.5%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.1%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	864	99.1	34.4	42.4	19.9	3.3	32.4	46	48.2	No	Yes
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**Gender**

Male	448	98.7	39.3	42.4	16.3	1.9	24.5	39.5	41.7	N/A	N/A
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Female	416	99.5	29.4	42.3	23.6	4.7	40.5	53.1	55	N/A	N/A
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**Racial/Ethnic Group**

White	401	99.3	23.3	41.6	30.6	4.5	45.3	58.9	60	No	Yes
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African American	437	98.9	45.6	43.2	8.7	2.4	19.2	32.5	31.7	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
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Hispanic	20	100	26.3	36.8	36.8	0	47.4	40.4	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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**Disability Status**

Disabled	137	97.1	82	9.8	2.5	5.7	8.2	13.2	16	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	16	100	13.3	60	26.7	0	46.7	34.6	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	539	98.7	43.5	42.1	12.5	1.8	21.9	35.1	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	866	99	32.7	42.9	16.6	7.8	33.8	46.1	45.8	No	Yes
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**Gender**

Male	450	98.4	34	43.1	15.8	7.2	31.8	45.4	45.6	N/A	N/A
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Female	416	99.5	31.3	42.8	17.4	8.5	35.8	47	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	402	98.3	22.4	40.9	23	13.7	49.3	60.3	59	No	Yes
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African American	438	99.5	43.3	45.4	9.4	1.9	17.8	30.9	26.9	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
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Hispanic	20	100	15.8	36.8	36.8	10.5	57.9	43.6	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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**Disability Status**

Disabled	139	97.1	76.6	16.9	4.8	1.6	6.5	15.3	17.1	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	17	100	12.5	37.5	43.8	6.3	62.5	43	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	541	98.5	41.1	43.5	12.5	3	23	35.8	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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## Science

All Students	578	99.1	38.2	33	13.8	15	28.8	35.1	35.7	94.1	95.9
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## Gender

Male	310	98.7	38.1	32.2	14	15.7	29.7	36.6	37.4	93.4	95.7
Female	268	99.6	38.2	34	13.5	14.3	27.8	33.6	33.8	94.9	96.1

## Racial/Ethnic Group

White	266	99.6	22.5	33.6	19.8	24.1	43.9	52.6	49.2	93.5	95.2
African American	294	98.6	53.8	32.4	8	5.8	13.8	17.3	17	94.5	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	97.9	97.1
Hispanic	14	100	23.1	38.5	15.4	23.1	38.5	30.6	24.9	96.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.8

## Disability Status

Disabled	92	95.7	76.8	13.4	7.3	2.4	9.8	12.3	14	91.4	94.4
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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## English Proficiency

Limited English Proficient	12	100	9.1	54.5	18.2	18.2	36.4	26.9	24.4	97.3	97.1
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## Socio-Economic Status

Subsided meals	361	98.6	47.8	34.6	9.6	8.1	17.6	22.9	21.1	93.2	95.7
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## Social Studies

All Students	581	98.6	42.8	38.9	9.2	9.1	18.3	32.9	34	94.1	95.9
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## Gender

Male	305	98	46.5	34.2	8.8	10.6	19.4	34.7	36.6	93.4	95.7
Female	276	99.3	38.8	44	9.7	7.5	17.2	30.8	31.3	94.9	96.1

## Racial/Ethnic Group

White	267	99.3	30.1	42.6	12.9	14.5	27.3	44.4	44.5	93.5	95.2
African American	298	98	55.5	36.3	5.3	2.8	8.2	19.5	19.1	94.5	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	97.9	97.1
Hispanic	12	100	27.3	36.4	18.2	18.2	36.4	40.4	27.5	96.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.8

## Disability Status

Disabled	95	94.7	85	7.5	2.5	5	7.5	12.8	14.4	91.4	94.4
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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## English Proficiency

Limited English Proficient	12	100	27.3	36.4	9.1	27.3	36.4	36.5	27.3	97.3	97.1
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## Socio-Economic Status

Subsided meals	369	97.8	52.2	37	6.1	4.7	10.8	22.1	21	93.2	95.7
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	305	99.7	34	36.7	21.4	7.8	29.3
	7	291	100	35.4	46.1	16.2	2.2	18.5
	8	282	99.7	29.8	50.6	15.8	3.8	19.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	300	99.3	35	35	24.1	5.9	30.1
	7	297	98.7	30.2	47	21.4	1.4	22.8
	8	267	99.3	38.5	45.6	13.5	2.4	15.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	305	100	24.1	35.3	26.4	14.2	40.7
	7	291	100	27.7	44.6	16.2	11.4	27.7
	8	283	99.7	35	50.4	10.9	3.8	14.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	300	99.3	33.9	33.2	19.6	13.3	32.9
	7	298	99	24.7	47.3	20.5	7.4	27.9
	8	268	98.5	40.2	49	8.8	2	10.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	154	98.7	42.1	32.4	12.4	13.1	25.5
	7	291	99.7	43.6	32.3	10.9	13.2	24.1
	8	145	99.3	43.7	37.8	6.7	11.9	18.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	148	100	50.4	33.3	9.2	7.1	16.3
	7	297	98.7	25.6	35.6	16.7	22.1	38.8
	8	133	99.3	52.8	26.8	12.2	8.1	20.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	153	100	26.7	43.2	25.3	4.8	30.1
	7	291	99.3	57	28.7	7.5	6.8	14.3
	8	141	100	30.5	52.3	13.3	3.9	17.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	151	100	38.4	39.7	13	8.9	21.9
	7	297	97.6	45.7	35.3	7.6	11.5	19.1
	8	133	99.3	41.4	46.1	8.6	3.9	12.5

Abbreviations for Missing Data

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